

**Assurance of Student Learning
2019-2020**

College of Health & Human Services

School of Kinesiology, Recreation & Sport

Recreation & Sport Administration #095

Dr. Brad Stinnett

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will demonstrate advanced knowledge of research techniques related to recreation and sport.

Instrument 1 Direct: Evaluation of final research proposal project in RSA 501 (Research Methods in Recreation & Sport)

Instrument 2 N/A

Instrument 3 N/A

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Students will apply knowledge of administration, facility management, fiscal practices, legal issues, and public relations to recreation and sport settings.

Instrument 1 Direct: Analysis of practicum components in RSA 590 (Practicum in Recreation & Sport)

Instrument 2 Indirect: Performance Appraisal conducted by site/agency supervisor.

Instrument 3 N/A

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Students will demonstrate competency relative to fiscal practices in recreation and sport.

Instrument 1 Direct: Evaluation of a grant proposal assignment in RSA 519 (Fiscal Practices in Recreation & Sport)

Instrument 2 N/A

Instrument 3 N/A

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The results from this assessment indicate the RSA program has met the self-reported assessment goals for the listed SLOs. The implementation of some recommendations from 2018-19 improved components of the program. Additionally, a new SLO (SLO 3) was added for this assessment period.

Students in the RSA graduate program should be able to apply research techniques that will facilitate increased career readiness and enhance employability. An indicator of the level of readiness regarding research methods is the final project in RSA 501. This assessment indicates that students are demonstrating advanced knowledge of research techniques related to recreation and sport.

Students in the RSA graduate program should demonstrate the ability to perform effectively within the recreation and sport industry. An indicator of the level of effectiveness is the capstone experience, a faculty-supervised practicum at a site/agency within the industry. This assessment indicates that students are getting involved and performing effectively

in relevant industry settings. A recommendation from the 2018-19 ASL that was implemented was the requirement of a digital portfolio/resume to be prepared and submitted by the student. The implementation of this recommendation has improved the overall RSA 590 experience for the students, therefore enhancing the employment search process for them.

RSA graduate students should attain competence in matters of fiscal practices and be able to apply those competencies to enhance job placement efforts and/or increase effectiveness in a current position. The grant activity required in RSA 519 (Fiscal Practices in Recreation & Sport) aids in evaluating readiness level. This assessment indicates that students in the program are demonstrating competence of fiscal practices relative to the industry.

Although an additional SLO was added for 2019-2020, more instruments are going to need identifying moving forward.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate advanced knowledge of research techniques related to recreation and sport.		
Measurement Instrument 1	<p>Direct measures of student learning in the research methods course, to evaluate advanced knowledge, is the completion of a final research project that is a Research Proposal. Primary elements of the research project include:</p> <ul style="list-style-type: none"> - Determine a research question - Complete a mini literature review - Conduct a needs assessment - Critique scholarly articles aided in the final project. <p>The final project (Research Proposal) consists of students assembling a title page, abstract, introduction, literature review, methodology, and references. The intent of the Research Proposal is two-fold: a) ensuring students can produce quality written projects that are grounded in relevant, current research and b) potentially facilitating the research proposal into a formal study.</p>		
Criteria for Student Success	Students should earn a grade of 85% or above on the Research Proposal final project in RSA 501.		
Program Success Target for this Measurement	90% of students who complete final research components will score 85% or higher on the assignment.	Percent of Program Achieving Target	96%
Methods	All research proposals from fall 2019 and spring 2020 for each student ($N = 57$) factored in the overall evaluation of the student learning outcome.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The final project (Research Proposal) in RSA 501 was examined by Recreation and Sport Administration faculty. The faculty determined that the project continues to be effective in assessing advanced research knowledge of students in the course. As a follow-up to the 2018-2019 report, faculty also decided against giving the students an option of conducting a grant proposal as their final project as a grant activity is already required in another required course.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The course, and specifically the final project, will be further evaluated during the 2020-21 academic year.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
This SLO will be assessed again in the 2020-21 academic year. The final project will be the measurement instrument utilized in the assessment.			

Student Learning Outcome 2

Student Learning Outcome	Students will apply knowledge of administration, facility management, fiscal practices, legal issues, and public relations to recreation and sport settings.		
Measurement Instrument 1	Direct measures of student learning in the capstone experience, to determine effective performance, are: completion of an executive summary, summative presentation, discussion boards, and a performance appraisal from the site/agency supervisor. The capstone experience is a faculty-supervised practicum at an agency within the recreation and sport industry. The practicum includes documentation that outlines goals for the student during the experience and is created by the student in consultation with the faculty and agency supervisors.		
Criteria for Student Success	Upon completion of the course project, students should earn 90% or above on the components of the capstone experience in RSA 590.		
Program Success Target for this Measurement	90% of students who complete the capstone experience will score 90% or higher	Percent of Program Achieving Target	100%
Methods	Coursework from each student ($N = 38$) is factored in the performance evaluation. The executive summary, digital portfolio/resume, and agency supervisor performance appraisal attributed to 70% of the overall points with the presentation (20%) and required documentation (10%) accounting for the rest.		
Measurement Instrument 2	Indirect measure of student learning: students were evaluated in the areas of personal characteristics, professionalism, and professional proficiencies by the site/agency supervisor by using the Student Final Performance Appraisal form.		
Criteria for Student Success	Students should achieve an overall rating of "Excellent" from the site/agency supervisor. Rating based off a 5-point Likert type scale with Excellent being a five.		
Program Success Target for this Measurement	80% of the students will be rated as "excellent" in the Student Final Performance appraisal.	Percent of Program Achieving Target	95%
Methods	The student performance appraisal, completed by the agency supervisor, served as the basis for the assessment.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The capstone experience courses were examined by the Recreation and Sport Administration faculty. It was determined that the practicum experience for students in the program continues to allow for the application of theoretical concepts learned throughout the program's curriculum to be applied in a practical setting. A recommendation from the 2018-19 ASL that was implemented was the requirement of a digital portfolio/resume to be prepared and submitted by the student. The implementation of this recommendation has improved the overall RSA 590 experience for the students, therefore enhancing the employment search process for them.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The RSA Practicum Handbook will be reviewed and revised, as needed, during the 2020-21 academic year. The purpose of the revision will be to give better clarity to students regarding overall expectations of the experience.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
This SLO will be assessed again in the 2020-21 academic year. Existing direct and indirect measures will be utilized again in the assessment. A new measurement, the digital portfolio/resume, will be used as well as a separate measurement instrument for evaluative purposes. The Handbook will be reviewed/revised for the Fall 2020 Practicum course. Dr. Stinnett will be responsible for administering the review process.			

Student Learning Outcome 3

Student Learning Outcome	Students will demonstrate competency relative to fiscal practices in recreation and sport.		
Measurement Instrument 1	Grant activity assignment from RSA 519 (Fiscal Practices in Recreation & Sport). Overview: External funding in the form of grants or contracts is essential for sectors in recreation and sport. Grants and contracts help professionals generate funding that aids in the completion of projects, conduct of research, etc. Three primary funding opportunities are Research Grants, Service Grants, and Contract. Students are to locate a prospective grant and funding agency that is recreation/sport related. Additionally, they are to provide an executive summary that details the following: a) detailed description of the grant, b) deadline to apply, c) funding source, d) size of grant, e) application instructions, and f) personal reflection on why the student feels the funding source is worthwhile to pursue. Finally, students are to completing the official application without officially submitting (for class purposes only).		
Criteria for Student Success	80% of the students score 80% or higher		
Program Success Target for this Measurement	80 %	Percent of Program Achieving Target	100%
Methods	The grant activity was a required assignment in RSA 519 and was chosen to address the outcome. The activity was administered to each student (<i>N</i> =36) in RSA 519 sections for the Fall 2019 and Spring 2020 semesters.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The grant activity in RSA 519 was examined by RSA faculty. The faculty determined that the activity is effective in assessing student competency and understanding of fiscal practice components. The course and activity will be evaluated each academic year and modified accordingly to ensure student outcomes are being met.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Program faculty will determine if the grant activity should be followed up with an actual grant submission. Many students in the program are in a professional position, but not all students are employed. It will need to be determined if it is practical to require all students to submit an actual grant application.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
This SLO will be assessed again in the 2020-21 academic year. The grant activity will be utilized for assessment purposes in RSA 519 during the Fall 2020 semester by Dr. Brad Stinnett, course instructor.			

Criteria	Marginal	Satisfactory	Outstanding	Your Rating
Introducing/ Problem statement 20	0- 6pts Neither implicit nor explicit reference is made to the topic or purpose of the article.	7- 13pts Readers are aware of the overall problem, challenge, or topic of the article	14- 20pts Topic is introduced, and groundwork is laid as to the direction of the paper. Only information found in the literature is included.	
Content and Support 30	0- 9pts Mismatch between topic area selected and the selection of articles/sources.	10- 19pts Apparent match between the selected topic area and selection of articles/sources, although perhaps not clearly articulated.	20- 30pts Shows thorough understanding of the relationship of the sources selected to the topic selected.	
Structure and Organization 15	0- 4pts No clear organization or organizational plan inconsistent.	5- 9pts Well organized with organizational plan obvious throughout.	10- 15pts Organization pattern demonstrates understanding of prior literature information on the topic (historical, general to specific, segments of the topic, etc.) and organizational plan enhances the presentation, promoting ease in reading.	
Focus/Relevancy Relevancy to the topic 10	0- 3pts A disproportionate number of sources do not relate or pertain to the topic.	4- 6pts Sources generally support or pertain to the topic.	7- 10pts The sources were directly on target and supportive or pertinent to the topic.	
Conclusion/Summary 5	0- 2pts Lacks summary or any synthesis of the information, leaving each article as a stand alone piece and/or misinterprets the information and makes statements	3- 4pts Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained.	5pts Summarizes and shows insightful synthesis of the literature information, including analysis of gaps in and/or limitations of the research.	

APA/Style 10	0- 3pts Contains spelling or grammatical errors, does not follow APA style, lacks or uses quotations and/or citations ineffectively or inappropriately, lack of transitions.	4- 6pts Contains no spelling or grammatical errors, follows APA style, uses quotations and citations appropriately, transitions included.	7- 10pts Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows APA style, uses quotations and citations to enhance written narrative, smooth transitions.	
Sources 10	0- 3pts Fewer than 3 sources and/or sources not appropriate.	4- 6pts 4 to 6 sources	7- 10pts Seven or more sources	

RSA 590 PRACTICUM RUBRIC

Assignments	Levels of Achievement		
	Novice	Competent	Proficient
<p>Executive Summary: Cover page with name, date, agency, location; Agency overview; Practicum summary; Student responsibilities; Highlights; Knowledge/skills gained; Career implications; 3-5 pages; Times New Roman 12 point double-spaced one-inch margins; Grammar, spelling, punctuation. (35 points)</p>	<p>0 to 5 points Some instructions followed</p>	<p>6 to 24 points Most instructions followed</p>	<p>25 to 35 points All instructions followed</p>
<p>Performance Appraisal: Contains three categorical sections: I. Personal Characteristics (attendance/punctuality, personal appearance, resourcefulness, judgment/problem anticipation, motivational skills, acceptance of responsibility, initiative/creativity); II. Professionalism (public relation skills, work attitude, rapport with staff, relates to program participants, adaptability, takes constructive criticism); and III. Professional Proficiencies (knowledge and skills performed,</p>	<p>0 to 5 points Some instructions followed</p>	<p>6 to 24 points Most instructions followed</p>	<p>25 to 35 points All instructions followed</p>

written communication, oral communication, task accomplishment, professional growth). (35 points)			
Presentation: 20 slides, minimum of 10 photos, students appear in at least 5 photos, all slides include a caption. (20 points)	0 to 5 points Some instructions followed	6 to 14 points Most instructions followed	15 to 20 points All instructions followed
Documentation: Forms 1-4, and Resume (10 points)	0 to 3 points Some instructions followed	4 to 8 points Most instructions followed	9 to 10 points All instructions followed
			/100 points total

	RSA 519 Grant Activity Rubric	
Category	Novice	Competent
Instructions	<p>(0 – 5 points)</p> <p>Didn't follow any or some of the stated instructions.</p>	<p>(6 – 10 points)</p> <p>-Follows all stated directions including font type, size, spacing, etc. -Identifies a grant/contract from a recreation or sport related agency. -Attached official application</p>
Content	<p>(0 – 14 points)</p> <p>-Didn't clearly detail the aspects of the assignment as outlined in the instructions - Some of the grant/contract specifics were explained, but not all -The conclusion regarding why student felt this would be an important funding opportunity to pursue, was weak not convincing</p>	<p>(15 – 30 points)</p> <p>Executive Summary clearly details the following aspects of the grant/contract: - funding agency/source - detailed description of the grant/contract -deadline to apply (prefer current grants/contracts, but will accept one that is past due) - size (dollar amount) of the grant/contract -application instructions Additionally, the executive summary should conclude with a section on why you feel this is an important funding opportunity to pursue.</p>
Format	<p>(0 – 5 points)</p> <p>-Presented one, long essay-style response. -Assignment is not organized and hard-to-follow/understand - Instructor can clearly tell that not much time or effort was put into preparing this assignment</p>	<p>(6 – 10 points)</p> <p>-Assignment is formatted in a well-organized, clear manner -Headings are used to separate each aspect of the grant/contract that is being explained -Instructor can clearly tell that time and effort was put into preparing this assignment</p>